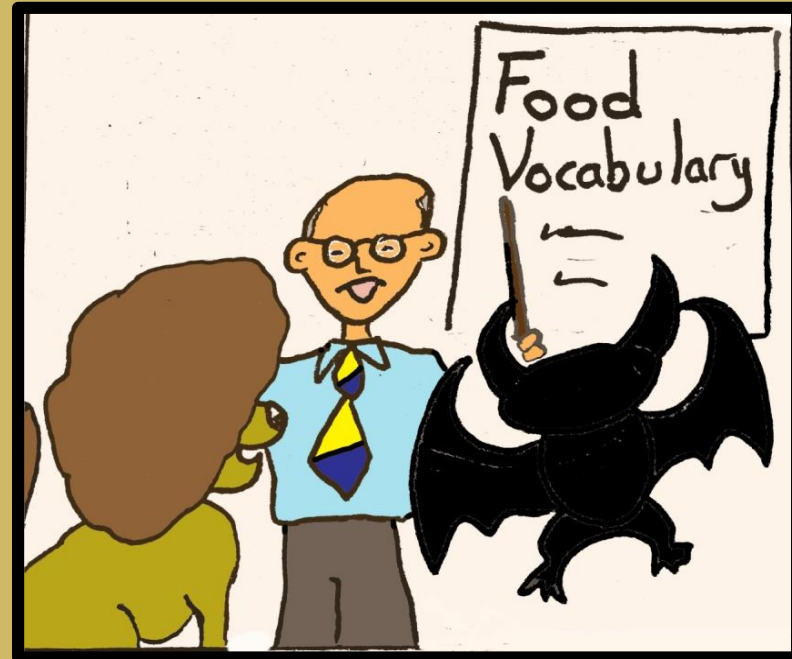




Accessing the Schema of your Students and the Subject Specialists (Arts, Humanities, Social Sciences)

1. Philosophical and Conceptual Background



Wittgenstein: If a lion could speak, we could not understand him.

Nagel: What would be left of what it was like to be a bat if one removed the viewpoint of the bat?

2. The problem for ESAP teacher: lexis

- ❖ My experience: In-session law: needs analyses consistently show 'law **vocabulary**' one of top three needs of students.
- ❖ ESAP teacher should understand conceptual structure of subject (Dudley Evans, 1993); arguably there is need to teach 'carrier content' (see Hyland, 2002).
- ❖ Social Science lexis: Objects in our world have more fixedness or less fuzziness than **concepts** (Aitchison, 2010).

Reading

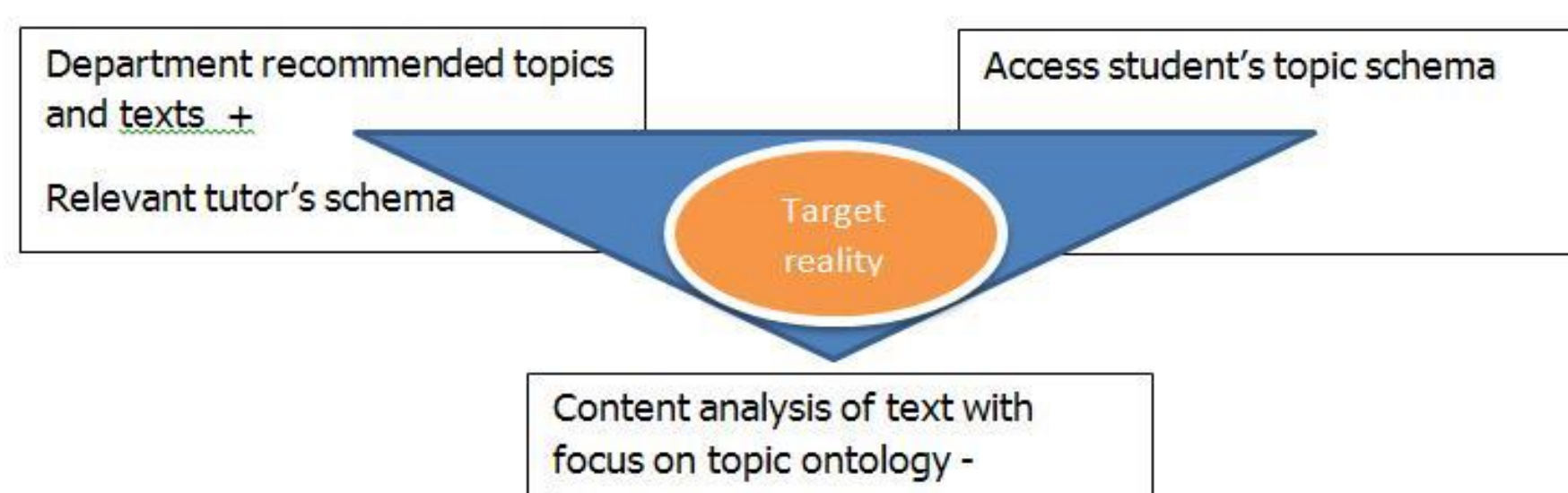
- ❖ We all teach students formal schema
- ❖ It is our responsibility to assist with **content schema**?
- ❖ Dictionaries are (ontologically) insufficient and are also a risk.

3. Aims

- ❖ Improve lexis development and reading comprehension by exploiting semantic fields (done by collaboration: **department - writer of the text** (via **reading strategies**) – **reader**)
- ❖ In other words, access what's in the head of the bat the lion the human – find a path between them.
- ❖ Challenge: schema conflict – the need to accommodate or assimilate, not reject, when there is mismatch

Activate schema x
Explicate schema ✓

4. Model of approach: collaborating on schema



5. A worked example

Professor 1

Entities
Territorial entities
State
EU
UK

Professor 2

Institution
State
Executive

Student A

State
Parliament/executive
Party
Constituent/voter

Student B

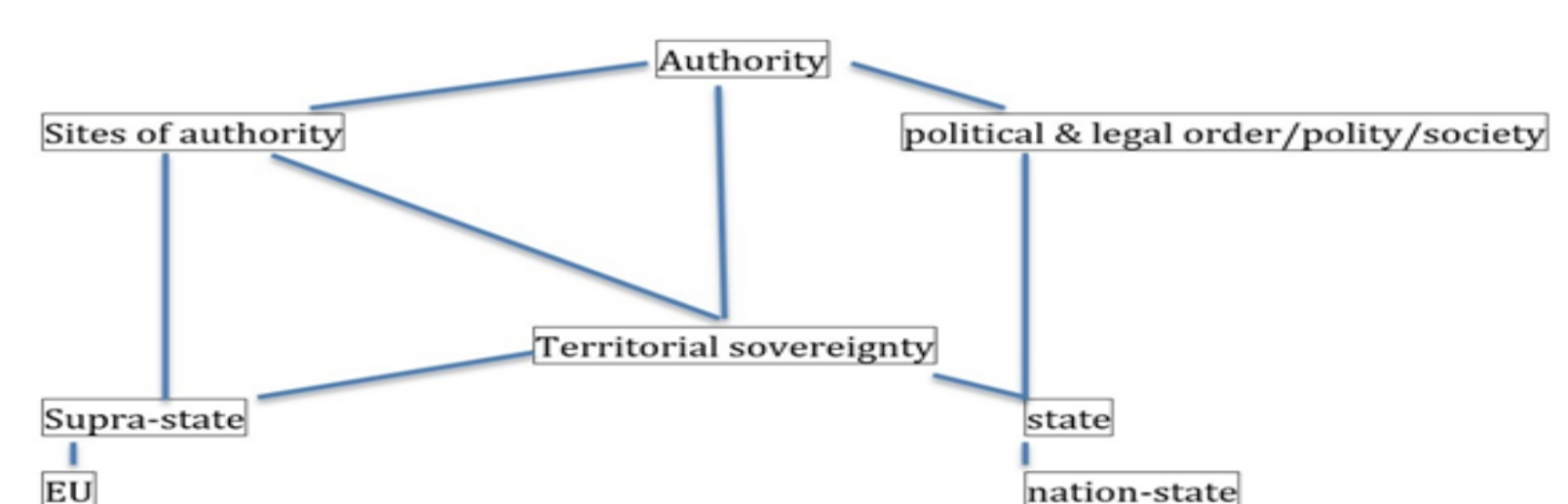
Territoriality	State	nationality
Citizen		

Text (International law/political science)

There are a number of contemporary politico-legal challenges which presently exert themselves upon States, and which together call into question the very viability of the nation-State, at least in so far as the State is conceptualized to represent a 'Westphalian' model of absolute sovereignty.¹² These 'challenges' are in fact rival sites of authority which in our time contest constructions of the nation-State as the pre-eminent, or according to certain positivists, the exclusive, site of territorial sovereignty; and which, in doing so, also offer alternative reference points for both the identity and the loyalty of the citizen. These rival sites of authority can be categorized in terms of 'levels', of which, a number of commentators agree, there are three. First, and in Europe at least the most topical, is the emergence of supra-state political and legal orders – most prominently the European Union. Although operating at the supra-state level, entities such as the EU remain territorial in their remit. For example, the EU has been described as a 'post-State' polity in that it operates above the State but remains a fully territory-based polity.¹³ Certainly the EU is unique in terms of the sophistication of its institutional infrastructure, and other entities such as the North American Free Trade Agreement could certainly not be described as 'post-State'; however, even in the context of NAFTA, certain comparable issues concerning the transference of State sovereignty have arisen.

Reframing Sovereignty? Sub-State National Societies and Contemporary Challenges to the Nation-State S. Tierney The International and Comparative Law Quarterly

Target reality – manually constructed schema (taxonomical – structured small world network) for the meaning of STATE



Target reality: Automated schema (co-occurrence network via KH Coder)



Conclusion

Departments provide texts, teachers analyse texts; students produce network of relationships from head or dictionary; teachers assess suitability of text (do NOT rely on department) or design support needed for comprehension. Support options: change text ; scaffold key terms.

Problems and further work: Weaknesses in measures of semantic relatedness; improving access to suitable small world networks